

OUTCOME-BASED EDUCATION

# OBE RANKINGS

2021

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R. World Institutional Ranking is committed to upholding the highest standards of integrity and professionalism in its operations. By adhering to stringent evaluation criteria and maintaining independence from external influences, the agency ensures the credibility and integrity of its rankings. The primary mission of R. World Institutional Ranking is to promote transparency, accountability, and excellence in higher education by providing stakeholders with reliable and unbiased information about educational institutions. Through its research, rankings, and ratings, the agency seeks to empower students, parents, educators, and policymakers to make informed decisions that align with their educational goals and aspirations. Our prime objectives are:

- To develop a comprehensive ranking system that evaluates educational institutions on a wide range of criteria, including academic excellence, research output, student experience, and community engagement.
- To provide institutions with access to the data and insights they need to improve their performance and enhance their reputation.
- To promote transparency and accountability in the education sector by publishing our rankings and methodology for public scrutiny, and to collaborate with stakeholders, including educational institutions, industry leaders, and policymakers, to improve the quality of education in India.

R. World Institutional Ranking aims to be the leading non-government, and independent authority on institutional ranking in India, providing accurate and reliable data to guide higher educational institutions, policymakers, and students towards a brighter future.

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## OUTCOME BASED EDUCATION (OBE) IN INDIA

Outcome-Based Education (OBE) is an educational approach that focuses on defining specific learning outcomes that students should achieve, and then designing the curriculum, teaching methods, and assessment strategies to help students achieve those outcomes. This approach has been discussed and implemented in India over the past few decades.

In the late 1990s, the University Grants Commission (UGC) of India introduced Outcome-Based Education as part of its revised curriculum framework. The UGC emphasized the need for universities to shift from a traditional content-based curriculum to an outcome-based curriculum, which would focus on developing students' skills, knowledge, and attitudes that are relevant to the needs of society and the workforce.

In 2007, the National Board of Accreditation (NBA) implemented the OBE framework for technical education in India. The NBA introduced the concept of Program Educational Objectives (PEOs) and Student Outcomes (SOs) to define the learning outcomes for technical programs in the country. These outcomes were linked to the needs of the industry and society and were meant to ensure that graduates of technical programs had the necessary skills and knowledge to meet the demands of the workforce.

In 2014, the University Grants Commission (UGC) of India launched the Choice Based Credit System (CBCS), which is an outcome-based approach to education that provides flexibility to students to choose courses according to their interests, abilities, and career goals. The CBCS is intended to promote interdisciplinary learning and to develop students' critical thinking, problem-solving, and communication skills.

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Currently, Outcome-Based Education is being implemented in several universities and technical institutions across the country, with the goal of providing students with the necessary skills and knowledge to succeed in the workforce and contribute to society. However, the implementation of OBE has not been without its challenges, including resistance from some faculty members who are accustomed to the traditional content-based approach, and the need for adequate training and resources to implement the OBE framework effectively.

## THE NEED FOR OUTCOME-BASED EDUCATION (OBE) IN INDIA

Outcome-Based Education (OBE) is needed in India to bridge the gap between the skills and knowledge imparted by the education system and the requirements of the workforce and society. The traditional education system in India has focused mainly on rote learning and memorization, rather than developing critical thinking, problem-solving, and communication skills, which are essential for success in today's world.

OBE provides a structured framework to define the learning outcomes that students are expected to achieve and helps educators design curricula and assessments that align with these outcomes. This approach ensures that students acquire the necessary skills, knowledge, and attitudes that are relevant to their future careers and to the needs of society.

In addition, OBE can help improve the quality of education in India by promoting a student-centric approach, where the focus is on the needs and aspirations of the learners, rather than on the content and teaching methods prescribed by the curriculum. This approach can help engage

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students more effectively and promote their active participation in the learning process.

OBE can also help address the issue of skill mismatch in the Indian workforce, where there is a significant gap between the skills possessed by graduates and the skills required by employers. By aligning the education system with the needs of the workforce, OBE can help reduce this gap and make graduates more employable.

The Outcome-Based Education is necessary in India to transform the education system from a content-driven approach to a learner-centric approach, and to ensure that graduates possess the skills and knowledge that are essential for success in the 21st century.

Launching the 4<sup>th</sup> edition of OBE Rankings underscores our commitment to transparency, accountability, and continuous improvement in education. By evaluating institutions based on their ability to deliver measurable outcomes, we empower stakeholders with the information they need to make informed decisions about their educational journey. Whether it's students seeking quality education, parents investing in their children's future, or policymakers shaping education policy, OBE Rankings 2024 serves as a trusted guide in navigating the complex landscape of higher education. Moreover, the launch of the 4th edition of OBE Rankings is not just about assessment; it's about celebration and recognition. It's about honoring the institutions that have demonstrated excellence in delivering tangible outcomes for their students and communities. It's about shining a spotlight on innovation and best practices that inspire others to raise the bar and strive for excellence.

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## OUTCOME BASED EDUCATION RANKINGS

### OBE Rankings 2024-25

The Outcome-Based Education (OBE) Ranking exclusively focuses on the student centric teaching-learning methodology in which the course delivery, assessment is planned to achieve stated objectives and attributes. OBE focuses on measuring student performance i.e., outcomes at different levels. The OBE Ranking 2024-25 considers the 3 important parameters, viz., Inclusion and Diversity; Internship & Placements; and Entrepreneurship & Innovations.

#### DIVERSITY & INCLUSION

Diversity and inclusion at Educational Institution is an essential practice. Institutional workplace diversity is understanding, accepting, and valuing differences between faculty and staff, including those, of different races, ethnicities, genders, ages, religions, disabilities, and sexual orientations, and, with differences in education, personalities, skill sets, experiences, and knowledge bases. Inclusion in the Educational Institution is a collaborative, supportive, and respectful environment that increases the participation and contribution of all faculty/staff, for the growth of the Institute.

#### INTERNSHIP & PLACEMENTS

The Placement Cell or Career Development Centre is Central to a student's career. Particularly from 2018 and beyond, students are finding it critical to decide, Entrepreneurship vs Employment. The structure of the job market has recently changed significantly with technology integrated into almost everything in our daily lives. New Age Universities or the educational institutions have been seemed to focus on Internships and assist in providing a nice learning curve for students helping them gain first-hand exposure of working in the real world.

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## ENTREPRENEURSHIP & INNOVATIONS

Academics and new ventures, the two do not have to be mutually exclusive. Balancing studies and the entrepreneurial dream are often troublesome for students who are already on their business journeys. College must help define and influence student's career goals rather than hinder them. College-aged entrepreneurs enjoy unprecedented benefits and support, making it the perfect time to test the waters of business ownership. Education Institutions have set up exclusive teams to help students nurture entrepreneurial skills, as college is the best time to become an entrepreneur.

### RANKING METHODOLOGY

A rigorous methodology, based on specific criteria and indicators is mechanized that considers multiple perspectives and dimensions, and efforts have been made to present transparency by avoiding biases, distortions, and oversimplifications. The rankings are evaluated as under:

Segment	Particulars	Weightage
Part A	Data Validation & Verification, of the institutional data submitted in the prescribed format of the Survey Questionnaire.	70%
Part B	Perception & Desk-Research, based on an 8-Step methodology	30%



Part A: Data Validation & Verification, of the institutional data submitted  
in the prescribed format of the Survey Questionnaire.

Criteria	Key Indicators	Marks
<b>I</b>	<b>Curricular Aspects &amp; Teaching Learning Pedagogy</b>	<b>70</b>
a	Describe (attach policies/circulars) for implementation of Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing teaching-learning experiences	20
b	Describe the method of measuring the level of attainment of POs , PSOs and COs in not more than 500 words.	30
c	Total Number (with names) of specific courses (compulsory for all students, and not elective or optional) courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics)	5
d	Number of new courses introduced of the total number of courses across all programs offered during the last 5 years	5
e	Number of value-added courses for imparting transferable and life skills offered during the last 5 years	5
f	Percentage of students undertaking field projects / research projects / internships [ 2022-23 Passing out Batch Only]	5
<b>II</b>	<b>Diversity &amp; Inclusion</b>	<b>60</b>
a	Percentage of Female members in (i) Teaching (ii) Non-Teaching and (iii) Administrative Position (including BoM/BoG) in the HEI	5
b	Describe the Method [Policies / Circulars] by evidences that the institution assesses the learning levels of the students and organizes special Programs for advanced learners and slow learners.	5
c	Student - Full time teacher ratio [ 2023-24 Passing out Batch Only]	5
d	Percentage of Students from (i) Other State(s), i.e. outside of home-state where the Institute is located (ii) International Students	5
f	Gender Equity: Measures initiated by the HEI for the promotion of gender equity during the last three years.	10
g	Measures initiated by the HEI for the providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities	5
h	HEI's prescribed code of conduct for (a) Faculty and Staff (b) Students and list of periodic programs conducted in this regard.	10
i	Ratio of Male : Female students for (i) UG (ii) PG programs [2023-24 Passing out Batch Only]	10
j	Describe the Student Council and its activities for institutional development and student welfare	5



<b>III</b>	<b>Internship, Placements and Student's Progression</b>	<b>60</b>
a	Average percentage of students qualifying in state/ national/ international level examinations during the last 5 years (NET/ SLET/ GATE/ GMAT/ CAT/ Civil Services/State Govt.)	5
b	Average percentage of placement of outgoing students during the last 5 years	5
c	Percentage of recently graduated students who have progressed to higher education [2022-23 and 2023-2024 Till 30 MARCH 2024]	10
d	Annual Package (CTC) of Placements of PG Students (i) Highest (ii) Lowest (iii) Average [2023-2024 batch only] TILL 30 MARCH 2024	5
e	Annual Package (CTC) of Placements of UG (B.Tech, B.Arch, Law, Design, Professional ) Students (i) Highest (ii) Lowest (iii) Average	5
f	Annual Package (CTC) of Placements of UG (BBA, B.Com, BCA, B.Sc, BA) Students (i) Highest (ii) Lowest (iii) Average	5
g	Number of International Companies Visited Campus for Recruitment/Placement Drive [2023-2024 batch only]	5
h	Number of Private - National Companies Visited Campus for Recruitment/Placement Drive [2023-2024 batch only]	5
i	Percentage of Students who have completed a minimum of 4 months paid internships [2023-2024 passing out batch only]	5
j	Number of Companies where in the students have completed their full-time paid internships [2023-2024 batch only]	5
k	Monthly Amount of Stipend / Internship paid per student [2023-2024]	5
<b>IV</b>	<b>Entrepreneurship &amp; Innovations</b>	<b>60</b>
a	Total Carpet Area (in Sq. Ft.) for Co-Working Spaces	4
b	Total Carpet Area (in Sq. Ft.) dedicated for Entrepreneurship Cell (E Cell) /Innovation & Incubation Cell (IIC)	7
c	Total Numbers of Exclusive / Dedicated Employees (not shared staff) for Entrepreneurship Cell/Innovation & Incubation Cell (IIC)	10
d	Total Number of Start-ups / Companies Incubated in past 3 Years	9
e	Total Number of full-time jobs provided by those incubated start-ups	5
f	Total Number of Women Entrepreneurs created/supported by the established E-Cell/IIC in past 5 years	5
g	Total Number of full-time start-ups/organizations currently headquartered at the Institute & operational for regular business	5
h	Total Number of Events Organized by the Institute for E-Cell/IIC	5
i	Total Number of Patents Filed by the Institute in past 5 Years	5
j	Total Number of Patents Granted to the Institute / or its current faculty in past 5 Years [Academic Year Wise]	5
<b>V</b>	<b>Institutional Distinctiveness</b>	<b>50</b>

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## Part B: Perception & Desk-Research, based on an 8-Step methodology

1. The Data-Research and Evaluation Unit (DRE Unit), looks for the Institute's website and navigates to the academic section. The DRE unit checks if there is any information provided on OBE, its objectives, and how it is being implemented in the curriculum.
2. The DRE unit reviews the Institute's academic policies and guidelines related to teaching, learning, and assessment. Look for any references to OBE and its implementation.
3. The DRE unit checks if the Institute has implemented Bloom's Taxonomy or other similar frameworks to align the learning outcomes with the teaching and assessment methods. These frameworks provide a structured approach to define the expected learning outcomes and assess the students' performance based on those outcomes.
4. The DRE unit reviews the course syllabi and course learning outcomes to see if they are clearly defined and aligned with the program-level outcomes. This alignment is a critical aspect of OBE, and it ensures that the courses are contributing to the achievement of the program-level outcomes.
5. The DRE unit checks if the assessment methods used in the courses are aligned with the learning outcomes and are designed to measure the attainment of those outcomes.
6. The DRE unit looks for any evidence of student engagement in the learning process, such as group projects, case studies, and other experiential learning opportunities. These are key components of OBE and help develop the students' skills and competencies.
7. The DRE unit reviews the Institute's accreditation reports or quality assurance frameworks to see if they include OBE as a requirement for accreditation or quality assurance.
8. The DRE unit may also reach out to the faculty members or academic administrators of the Institute to inquire about the implementation of OBE in the curriculum and how it is being evaluated and improved over time.

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## OBE RANKINGS 2024-25

The Ranking Framework for OBE Rankings has been curated to encourage as many Higher Educational Institutions (HEIs), in India as possible to participate, for the data required is very limited. The OBE Rankings is open to any HEI that is duly recognized by UGC/AICTE. Should you have any query, email us at: [obe.rankings@wiranking.com](mailto:obe.rankings@wiranking.com)

The **important timeless** are as aforesaid below:

- Call for Data Submission for OBE Rankings: 10 April
- Online-Portal Open for Institutional Data-Submission: 18 April
- Institutional Registration / Expression of Interest Ends: 01 May
- Data submission Portal Closes / Last Date to Submit Data: 10 May
- Confirmation of Pre-Qualifier / Acceptance of Data: 15 May
- Clarifications / Submission of Additional Information: 20 May
- Publication of OBE Rankings 2024: 30 May

The Rankings will be published on 30<sup>th</sup> May 2024, on the official website ([www.wiranking.com](http://www.wiranking.com)) and will be published in the print edition of the magazine. Each Institute, which will be ranked in the OBE Rankings 2024, will be issued an e-Certificate, at no additional cost.



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World Institutional  
**RANKING** ■ ■ ■

